



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7042 E. Adobe Road, Mesa, AZ 85207

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Michael G. Heidenblut
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address : www.mpsaz.org/franke/
Phone Number : (480) 472-9300
Fax Number : (480) 472-9339
E-mail : mgheiden@mpsaz.org

Mission

The Franklin philosophy emphasizes the teaching of basic skills and information while instilling a sense of pride in, and respect for, self and country. Students are challenged to high standards within the highly-structured, classroom environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will perform at a high level on the Arizona's Instrument to Measure Standards in the areas of reading, writing, and math.
- ü Students will perform at a high level on the Skills Mastery Tests in reading, language and math.
- ü The principal will monitor foundational skills of all students through monthly assessments.
- ü A notebook of writing progression will be maintained for all students from kindergarten through sixth grade.

Enrollment

October 1, 2005 School Year Student Enrollment : 467
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 482

Instructional Programs

- ü Alternative Education
- ü Basic Skills Oriented
- ü Strong Parent Involvement
- ü Traditional Instructional Strategy
- ü Self-Contained Classrooms
- ü Whole Group Instruction
- ü Spalding Total Language Arts Program
- ü Extensive Student Tracking

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	9/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

High academic standards; provide a safe environment; foster an atmosphere of learning and acceptance; keep parents informed of student progress and behavior; help students reach a level of mastery; respect for students and parents.

Parents

Support our homework policy and provide a quiet time and place for students to do homework. Ensure regular, on-time, student attendance. Volunteer for two school committees yearly. Support the school dress code and all policies per Parent Handbook.

Transportation Policy

Franklin Northeast has four buses. Our boundaries are: West - Val Vista from Main to Thomas; North - Thomas Road; East - Meridian from Baseline to Thomas; and South - Main to Haws, Haws south to Baseline, and Baseline east to Meridian.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 2nd, 3rd, and 5th - District Writing Winners	2005
ü Masonic and Grand Canyon Essay Winners	2005
ü 2nd & 4th - ASU Martin Luther King, Jr. Writing Winners	2005
ü 6th - District Martin Luther King Jr. Writing Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	5547	80010	100	98	99	485	453	447	NA	8	10	6	16	18	55	56	53	39	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2719	38935	100	98	99	480	452	447	NA	8	9	11	17	19	54	56	55	36	19	17
Male	36	2828	40974	100	98	98	489	453	448	NA	8	11	3	15	18	56	55	52	42	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	NC	2182	34545	NC	98	99	NC	434	432	NC	12	14	NC	23	24	NC	56	53	NC	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	53	2783	35142	100	98	99	486	469	465	NA	4	5	6	9	11	55	55	56	40	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	61	4902	69849	100	99	100	488	457	451	NA	5	7	5	14	17	54	58	56	41	22	19
Limited English Proficient Students	--	877	14013	--	97	97	--	415	413	--	20	24	--	33	34	--	44	39	--	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	12	3005	39029	100	97	98	471	437	432	NA	11	14	NA	22	25	75	57	52	25	10	9
Non-Economically Disadvantaged	52	2542	40981	100	99	100	489	472	462	NA	4	6	8	9	13	50	54	54	42	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	5457	79438	98	97	98	486	457	451	NA	7	9	11	21	24	60	60	56	29	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2686	38775	96	97	99	499	463	457	NA	5	7	7	19	22	48	62	58	44	14	13
Male	36	2770	40560	100	96	97	476	452	446	NA	8	12	14	23	25	69	58	54	17	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	NC	2140	34297	NC	96	98	NC	437	434	NC	11	14	NC	31	31	NC	54	50	NC	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	53	2744	34887	100	97	98	488	475	471	NA	3	4	9	13	15	60	65	63	30	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	61	4900	69850	100	99	100	488	461	456	NA	5	7	8	20	23	62	62	59	30	13	12
Limited English Proficient Students	--	846	13856	--	93	96	--	411	407	--	22	27	--	44	43	--	34	29	--	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	11	2946	38685	92	95	97	467	441	435	NA	10	14	NA	29	32	91	55	50	9	5	5
Non-Economically Disadvantaged	52	2511	40753	100	98	99	490	477	467	NA	3	5	13	12	16	54	65	62	33	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	5524	79971	98	98	99	433	415	423	NA	8	8	52	46	41	46	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2715	38974	96	98	99	438	429	437	NA	5	5	48	40	33	52	53	57	NA	2	4
Male	36	2808	40895	100	97	98	430	402	410	NA	11	10	56	53	47	42	35	41	3	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	NC	2166	34481	NC	97	99	NC	399	410	NC	12	10	NC	53	46	NC	35	43	NC	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	53	2779	35150	100	98	99	434	429	437	NA	5	5	51	41	35	47	52	56	2	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	61	4879	69713	100	99	100	434	420	429	NA	6	5	51	45	39	48	46	52	2	2	3
Limited English Proficient Students	--	865	13985	--	95	97	--	371	382	--	22	18	--	56	54	--	22	27	--	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	11	2986	38994	92	97	98	433	401	409	NA	11	10	55	52	47	45	36	41	NA	1	1
Non-Economically Disadvantaged	52	2538	40977	100	99	100	433	432	437	NA	4	5	52	40	34	46	53	56	2	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	5739	80147	100	98	99	520	498	482	NA	6	11	2	13	17	55	48	49	43	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2849	39281	100	99	99	522	498	483	NA	5	9	NA	13	17	59	49	50	41	33	24
Male	26	2889	40780	100	98	98	518	497	482	NA	7	12	4	12	17	50	48	48	46	32	24
African American	--	252	4249	--	98	99	--	478	464	--	11	17	--	19	22	--	51	48	--	19	13
Hispanic	11	2106	33494	100	98	99	508	479	466	NA	9	15	9	18	23	64	55	49	27	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	44	2998	36122	100	98	99	523	514	501	NA	4	5	NA	8	10	55	44	50	45	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	53	5082	69852	100	99	100	525	503	488	NA	4	7	NA	11	16	55	50	51	45	35	26
Limited English Proficient Students	--	640	12722	--	96	97	--	449	441	--	19	27	--	31	33	--	45	37	--	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	10	2944	38371	100	97	97	NA	480	465	NA	9	15	NA	18	23	NA	52	49	NA	20	13
Non-Economically Disadvantaged	50	2795	41776	100	99	100	523	516	498	NA	3	6	NA	7	11	54	45	49	46	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	5655	79686	100	97	98	507	478	470	NA	7	11	3	21	24	80	61	57	17	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2823	39163	100	98	99	507	482	475	NA	6	9	3	19	22	85	63	60	12	12	10
Male	26	2831	40438	100	96	97	507	474	465	NA	9	13	4	22	25	73	60	54	23	10	7
African American	--	248	4228	--	96	98	--	465	458	--	11	15	--	23	28	--	61	53	--	4	4
Hispanic	11	2071	33299	100	96	98	494	458	452	NA	12	17	9	30	32	82	54	47	9	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	44	2959	35914	100	97	98	511	495	489	NA	3	5	2	13	15	77	67	67	20	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	53	5084	69878	100	99	100	511	482	475	NA	5	8	2	19	23	79	64	61	19	12	9
Limited English Proficient Students	--	617	12594	--	93	96	--	425	422	--	31	34	--	46	45	--	23	21	--	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	10	2879	38095	100	95	97	NA	462	452	NA	11	17	NA	29	32	NA	55	48	NA	5	3
Non-Economically Disadvantaged	50	2776	41591	100	98	99	508	495	486	NA	3	6	2	13	16	82	67	65	16	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5728	80372	98	98	99	495	476	475	2	3	4	17	31	30	80	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2841	39452	100	99	99	503	487	488	3	2	3	6	22	22	91	73	72	NA	3	3
Male	25	2887	40836	96	98	98	485	464	464	NA	4	6	32	39	37	64	56	56	4	1	1
African American	--	249	4264	--	97	99	--	470	465	--	4	5	--	38	35	--	57	59	--	2	1
Hispanic	10	2102	33608	91	98	99	NA	460	462	NA	6	6	NA	38	36	NA	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	44	2995	36213	100	98	99	495	487	489	2	2	2	14	24	22	82	72	72	2	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	53	5077	69846	100	99	100	501	481	482	NA	2	3	15	28	26	83	68	69	2	2	2
Limited English Proficient Students	--	637	12747	--	96	97	--	421	432	--	16	12	--	52	52	--	32	36	--	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	NC	2941	38521	NC	97	98	NC	462	461	NC	5	6	NC	38	38	NC	56	55	NC	1	1
Non-Economically Disadvantaged	50	2787	41851	100	99	100	495	491	489	2	1	3	14	23	22	82	73	72	2	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	5603	79306	100	98	99	528	518	504	2	9	13	6	15	20	70	50	49	23	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2724	38845	100	98	99	518	518	505	3	8	11	3	16	20	84	51	50	10	26	18
Male	22	2879	40383	100	97	98	543	517	504	NA	10	14	9	14	19	50	50	47	41	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	40	2974	36234	100	98	99	532	535	523	3	4	6	5	9	13	65	49	52	28	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	51	4981	69020	100	99	100	530	523	510	2	6	9	4	14	18	71	52	52	24	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	12	2874	37437	100	97	97	504	499	486	8	13	19	25	21	26	50	51	46	17	14	9
Non-Economically Disadvantaged	41	2729	41869	100	98	100	535	538	521	NA	4	7	NA	9	14	76	49	51	24	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	5547	79000	98	97	98	512	496	489	NA	7	10	15	20	24	71	62	58	13	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2710	38774	100	98	99	512	501	494	NA	5	7	13	19	22	77	63	61	10	12	10
Male	21	2837	40150	95	96	98	511	492	485	NA	9	12	19	21	25	62	61	55	19	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	39	2962	36135	98	97	98	517	513	508	NA	3	4	13	12	14	69	69	67	18	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	51	4978	69009	100	99	100	513	500	495	NA	5	6	14	19	22	73	65	62	14	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	12	2829	37234	100	96	97	484	478	472	NA	11	15	50	29	33	42	55	50	8	4	3
Non-Economically Disadvantaged	40	2718	41766	98	98	99	520	515	505	NA	2	5	5	11	16	80	69	65	15	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	5609	79611	98	98	99	511	490	496	2	7	7	27	43	37	71	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2732	39016	100	98	99	523	505	511	NA	4	4	16	34	29	84	61	66	NA	1	1
Male	21	2877	40519	95	97	98	494	476	482	5	9	10	43	51	44	52	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	39	2984	36380	98	98	99	509	504	511	3	4	4	28	36	30	69	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	51	4970	68947	100	99	100	511	496	504	2	5	4	27	41	34	71	54	61	NA	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	12	2874	37626	100	97	98	505	472	479	NA	10	10	25	51	45	75	38	45	NA	1	0
Non-Economically Disadvantaged	40	2735	41985	98	99	100	513	508	511	3	3	4	28	34	30	70	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	5505	79327	100	98	98	579	531	518	NA	12	19	6	16	20	40	50	46	54	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2626	38961	100	98	98	567	532	520	NA	11	16	11	17	20	46	51	48	43	21	16
Male	20	2875	40295	100	98	97	596	531	516	NA	13	21	NA	16	19	30	48	44	70	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	10	1926	32327	100	98	98	NA	510	499	NA	18	27	NA	23	25	NA	49	41	NA	10	8
Asian/Pacific Islander	--	138	1939	--	98	99	--	542	556	--	9	6	--	15	10	--	51	47	--	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	37	2984	36373	100	99	98	580	549	538	NA	7	10	3	11	14	41	51	52	57	31	25
Students with Disabilities	--	587	9321	--	89	87	--	473	467	--	44	54	--	23	22	--	27	21	--	5	3
Students without Disabilities	48	4918	70006	100	99	100	579	537	524	NA	8	14	6	15	19	40	53	49	54	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	NC	2687	37097	NC	97	97	NC	511	498	NC	18	27	NC	21	25	NC	49	41	NC	11	7
Non-Economically Disadvantaged	40	2818	42230	100	99	99	581	550	535	NA	6	11	5	11	15	40	50	50	55	32	24

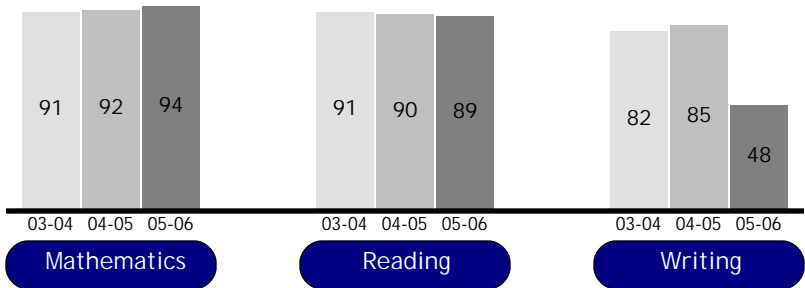
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	5447	79501	100	97	98	550	506	497	NA	6	10	4	20	25	77	68	60	19	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2606	39062	100	98	99	557	510	502	NA	5	8	NA	19	23	71	70	64	29	6	5
Male	20	2837	40368	100	97	98	541	503	491	NA	8	13	10	22	27	85	66	57	5	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	10	1887	32389	100	96	98	NA	488	478	NA	10	16	NA	31	34	NA	58	48	NA	2	1
Asian/Pacific Islander	--	137	1936	--	97	99	--	506	519	--	4	3	--	24	14	--	69	73	--	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	37	2973	36446	100	98	99	553	521	516	NA	4	4	5	12	15	73	76	73	22	8	7
Students with Disabilities	--	532	9411	--	80	88	--	461	453	--	28	36	--	34	36	--	34	26	--	4	1
Students without Disabilities	48	4915	70090	100	99	100	550	510	502	NA	4	7	4	19	24	77	72	65	19	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	NC	2646	37183	NC	96	97	NC	489	479	NC	10	16	NC	29	34	NC	59	49	NC	2	1
Non-Economically Disadvantaged	40	2801	42318	100	98	99	554	522	513	NA	3	5	5	12	17	73	76	70	23	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	5492	80000	100	98	99	609	565	564	NA	3	3	NA	10	11	75	77	75	25	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2626	39288	100	98	99	617	580	579	NA	2	2	NA	5	6	71	78	77	29	15	16
Male	20	2862	40644	100	97	98	598	552	549	NA	4	4	NA	14	15	80	76	74	20	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	10	1917	32672	100	97	99	NA	548	548	NA	4	4	NA	13	14	NA	77	76	NA	6	6
Asian/Pacific Islander	--	138	1945	--	98	99	--	577	592	--	1	1	--	10	4	--	77	69	--	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	37	2977	36602	100	98	99	610	578	579	NA	2	2	NA	8	7	73	77	75	27	14	16
Students with Disabilities	--	585	9919	--	88	93	--	497	505	--	11	9	--	34	35	--	51	54	--	5	2
Students without Disabilities	48	4907	70081	100	99	100	609	572	571	NA	2	2	NA	7	7	75	80	79	25	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	NC	2675	37534	NC	97	98	NC	547	547	NC	4	4	NC	14	15	NC	77	76	NC	5	5
Non-Economically Disadvantaged	40	2817	42466	100	99	100	610	582	578	NA	1	2	NA	7	7	70	77	75	30	15	16

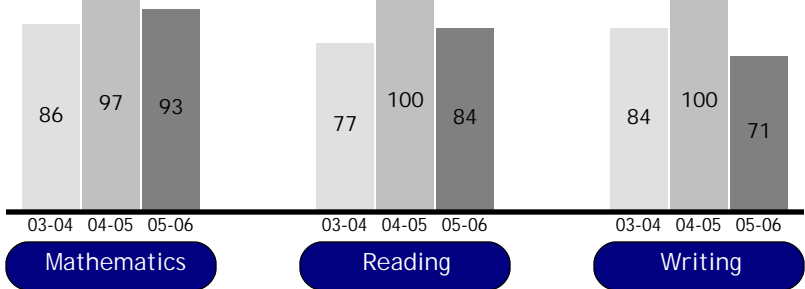
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	81	NA	58	100	70	50	47	99	72	50	46
	Language	100	83	53	50	100	76	49	47	99	84	50	48
	Mathematics	100	94	71	64	100	82	54	50	99	92	56	52
3	Reading	100	77	NA	55	100	65	50	44	98	75	52	46
	Language	100	77	63	61	100	68	49	44	98	65	48	46
	Mathematics	100	85	66	61	100	66	55	51	100	78	56	52
4	Reading	100	86	NA	56	100	66	52	48	100	72	58	52
	Language	98	79	55	52	100	66	52	49	98	79	58	52
	Mathematics	100	89	68	61	100	73	59	53	100	82	67	58
5	Reading	98	76	NA	55	98	81	55	50	98	75	61	56
	Language	98	74	55	49	98	83	55	50	98	70	59	54
	Mathematics	98	87	71	63	98	78	54	49	100	65	59	52
6	Reading	100	80	NA	56	100	71	58	51	100	86	63	56
	Language	100	73	55	48	100	71	54	47	100	80	58	50
	Mathematics	100	87	76	66	100	81	62	52	100	89	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Franklin Northeast School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 5 Student(s)

Council Duties

- Ü Curriculum Support Committees
- Ü School Safety Issues
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Staff Appreciation
- Ü Fall Festival

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.50
Other Professional Staff	.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	4	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Writing & Poetry Contests
- Ü After School Sports Program
- Ü Band and Orchestra
- Ü Geography and Spelling Bees
- Ü 6th Grade Science Field Trip
- Ü Cultural Field Trips
- Ü Fall Festival

Social Services

- Ü Lunch Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In eight out of twelve subject areas, eighty-nine percent of Franklin Northeast students met or exceeded the standard in the third through sixth grades on the AIMS Test.
- ü Franklin Northeast students were monitored using monthly assessments in the areas of spelling, math facts, reading comprehension, and phonics while showing continuous growth.
- ü Parent and Student Quality Service Survey shows a composite result of 99%. This is the combined average of students and parents who gave Franklin Northeast a rating of 'A' or 'B'.
- ü In math on the TerraNova, second and sixth grade tied for third in the state. In language, second grade tied for tenth in the state.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Children are guided daily by teachers and staff to demonstrate respect for self and others through the reinforcement of a 7-Line consistent discipline plan. Parents also agree to support it. Emphasis school wide on each student being concerned for all students and constructive conflict resolution. School staff are familiar with our site emergency plans.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mike Heidenblut	(480) 472-9333
Transportation Policy	Mike Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Traci Becker	(480) 472-9300
Student Health/Nurse	Gloria Cole	(480) 472-9300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 15 Copies = \$6.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.